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ABSTRACT

School restructuring is dependent upon teacher professionalism, and teacher professionalism necessitates the development of collegial behaviors. This paper briefly describes an ongoing study of collegiality in an elementary collegial teacher preparation program. Subjects were student teachers who were paired for a two-semester student teaching experience. Findings revealed behavioral patterns identified as formative stages of collegiality. These stages, in sequential order, are: peer interaction, partnering, competition, study of teaching, integration of skills, and collegiality. A major goal of the Norwood Street-USC (University of Southern California) Professional Practice School has been restructuring a portion of a large inner-city elementary school to create a school-within-a-school center for the modeling of professionalization of teaching. A barrier to progress toward this goal was the issue of trust. Experienced teachers were concerned about having a "top down" agenda imposed on the school and about union involvement in the project. This paper focuses on how collegiality between university and school personnel was initiated and nurtured. When participant researchers related interactive relationships among project members (experienced teachers, principal, university faculty) to stages of collegiality that were partly derived from the study of interactive behaviors between paired student teachers, it was found that stages of collegiality could be identified among experienced teachers. (Contains 39 references.) (IAH)

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RESTRUCTURING TO BECOME A PROFESSIONAL PRACTICE SCHOOL: STAGES OF COLLEGIALITY AND THE DEVELOPMENT OF PROFESSIONALISM

by

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Restructuring to Become a Professional Practice School: Stages of Collegiality and the Development of Professionalism

Collegiality is a hot concept in education today. Recognition that what will make restructuring work, is dependent on teacher to teacher interaction, makes the study of collegiality critical to change efforts. Change efforts of the 1980s were cognizant of the importance of teacher interactions (Fullan, 1982; Rosenholtz, 1989; Nias, Southworth & Yeomans, 1989). It is interesting to note, however, that vintage 1950s, 1960s and 1970s texts never mentioned teacher interactions or collegial relations among teachers as essential to the improvement of teaching and the workplace. In fact, most of these texts discussed the inservice education of teachers as something you did *to* and *for* teachers (Henry, 1957; Harris, Bessent, & McIntyre, 1969; and for corroboration, see Fullan, 1982 and Lieberman & Miller, 1990). Even the National Education Association (NEA) (1966) seemed to believe that inservice education was conceived as a deficit model. The NEA used the term inservice education to denote efforts of administrative and supervisory officials to promote by appropriate means the professional growth and development of education personnel.

Review of Literature

Research on teacher relationships often begins with descriptions of teacher isolation and privatism beginning with the classic work of Lortie (1975). Joyce, Hersh,& McKibbin (1983) described the social system of an elementary school where one

teacher served as the "gatekeeper" to discredit innovation, experimentation, and collective action. Traditionally, teachers have not had experience and opportunity to relate to their "colleagues" or to assert teacher leadership. Thus it is not surprising that change efforts aimed at teachers were difficult and not always successful.

Currently, collegial relationships are high on everybody's list of means to improve schools (Barth, 1990; Darling-Hammond & Sclan, 1992; Fullan & Hargreaves, 1991; Sykes, 1990; Schlechty, 1990). Teacher responsibility for making decisions which affect 1) school environment, 2) teaching and learning processes, 3) use and management of resources, and 4) assessment of teacher and student performance, are considered critical to restructuring efforts (Holmes Group, 1990; Sykes, 1990; McLaughlin, 1991; Marsh and Odden, 1991).

This study, and others that are observing the process of school improvement through efforts to restructure are taking a long hard look at what teachers do and should do in a restructured school. For example, will teachers assume responsibility to evaluate student performance in ways different from traditional means? Will teachers take responsibility for assigning other teachers to subjects, grades, classrooms? Will teachers demand control of the allocation of time (their own and students') for instruction, for planning, for school-wide activities? (For a discussion of this, see Darling-Hammond, 1988; and Levine, 1990.)

An additional and related area of study has been the cultural milieu of schools and how to transform that culture to support teacher collaboration and inquiry. Lieberman and Miller (1990) identified five elements as essential:

. norms of colleagueship, openness, and trust;

. opportunities and time for disciplined inquiry;

. teachers's learning content-in-context;

. reconstruction of leadership roles;

. networks, collaborations, and coalitions (p. 94).

Research on the development of collegiality among teachers may be an important source of information on how to transform schools into more productive and socially responsive environments. Little (1982) and Zahoric (1987) developed lists of ways that teachers share, support, and help each other. Further study by Little (1990) revealed four different kinds (and degrees) of collegial relations: swapping stories, helping and assisting, sharing, and joint work endeavors. Clearly, the joint work ventures which involved team teaching, planning, and coaching are more significant in a discussion of collegial relationships focused on school improvement.

Another body of research has looked at preservice education. In an attempt to change the traditional apprenticeship model for preservice education, Lemlech and Kaplan (1990) paired student teachers for their student teaching experience to study the student teachers' interactions. They identified two sets of interactive behaviors: helping and reflective. Helping behaviors included

bestowing emotional comfort, praise, and the sharing of materials. The reflective behaviors were those that led the student teachers to talk about classroom management, puzzle about student behavior, consider the advantages and disadvantages of instructional models, examine theories and beliefs, and engage in joint planning. The impact of collegiality was not evident until the student teachers exhibited reflective behaviors.

Two bodies of research literature, studies of student teachers' collegial relations and studies of experienced teachers' interactions, served to inform this study of collegial relationships among participants of a professional practice school.

The ongoing study of collegiality in an elementary collegial teacher preparation program, begun in the Fall of 1987, will be described briefly in this paper and then used as a rubric to analyze collegial relationships among experienced teachers in a professional practice school. The analysis will then serve as a basis to discuss the effect of the restructuring process on the professional practice school.

Collegial Relations Among Student Teachers

Elementary student teachers are paired for a two semester student teaching experience. The partners student teach in the same classroom, are permitted to plan together, and required to observe each other and provide written and oral feedback to each other. When the student teachers become more proficient they may design their own patterns of teaching, sometimes teaching simultaneously to groups of students, sometimes sequentially, and sometimes

teaming. This is an attempt to encourage the preservice teacher to exercise greater control over his/her (practice) teaching activities.

In the initial study, collegiality was defined as "the establishment of a professional relationship for the purpose of service and accommodation through the mutual exchange of perceptions and expertise" (1990, p.14). The beginning study reported above identified interactive behaviors of the student teachers. The ongoing study revealed sequenced behavioral patterns which were identified as actual formative stages of collegiality. (See Table 1)

Stages of Collegiality

Stage One, Peer Interaction. This stage establishes parameters for a friendship. The partners offer each other emotional comfort, assurance, nurturing. Tacit learning is evident as the student teachers verify responsibilities with each other.

Stage Two, Partnering. Through partnering the student teachers become somewhat other-directed and safely uncover their knowledge, misinformation, and lack of information without penalty. They provide each other with assistance, ideas, helping, supportive behaviors.

Stage Three, Competition. Diversity of interests and talents and the developmental process of learning to teach contribute to uneven teaching competencies. In addition, the partners need to establish a teaching identity. The partners begin to compare their strengths and weaknesses with each other; they are envious, and

they vie for attention from their supervising teacher and university coordinator.

Stage Three is pivotal to the development of collegial relations. If the partners consider themselves too expert for each other, too disparate in their competencies, they will be unable to establish the interdependent relationship critical for colleagues.

Stage Four, Study of Teaching. Reflective processes and collegial development become closely enjoined in this stage. Mature individuals have accepted responsibility to provide service to their teaching partner. Their feedback notes are more significant; what they write down, they talk about. Their observation notes feed the reflective conversation. They gain information from their partner and begin to recognize each other's expertise. Their beliefs about teaching become evident and they express appreciation of "good" teaching.

Stage Five, Integration of Skills. The partners seem to enjoy demonstrating their competence to each other. They talk about what they have learned (their insights) and ask for feedback as they hone their skills. Their interactions are "comfortable"; their reflectiveness becomes more focused and their observations more keen.

Stage Six, Collegiality. Stage six colleagues have developed trust and commitment to each other. They recognize each other's proficiencies. Their interdependent relationship is based on recognition of parity and the knowledge that they can learn from each other without giving up their own identity. Each has

demonstrated through teaching and/or propositional knowledge, his/her expertise. They are able to coach, support, and provide consultant services for their colleague. The really important aspect of responsibility for expertise is that it "frees" individuals to do what they do best and not pretend to do everything well.

The Effect of Collegiality Among School and University - Based Faculty on the Restructuring Process

Bringing together the faculties of an elementary school and a university provides a new perspective from which to examine restructuring and collegial relationships. By proposing that schools be centers of inquiry, the professional practice school concept emphasizes the importance of developing usable knowledge about teaching at the school and classroom level. It envisions an institution in which school and campus-based educators will work in equal partnership toward articulating and utilizing knowledge about teaching and learning. This results in an improved curriculum for students, a reflective and inquiring teaching environment for teachers, and a site where novice teachers learn the skills of professionalism (Neufeld, 1990).

Creation of this vision requires massive change from traditional norms. Central to this are the types of professional growth activities which characterize a professional practice school. Traditionally, improvement of teaching through teacher inservice has been referred to as "staff development". To reflect the philosophy of professionalism, Lieberman and Miller (1990)

propose conceptualizing these opportunities as "teacher development" which is defined as continuous inquiry into practice. The teacher is viewed as a "reflective practitioner" (Schon, 1983, 1987). In the words of Lieberman and Miller (1990) the teacher is "someone who has a 'tacit knowledge base' and who then builds on that knowledge base through on-going inquiry and analysis, continually rethinking and reevaluating values and practices. . . teacher development is, in effect, culture building" (p.93).

Culture Building at Norwood

Following funding of the Norwood Street-USC Professional Practice School in July, 1990 by the American Federation of Teachers (AFT), eleven experienced teachers, the principal and two university faculty members found themselves faced with what seemed like an arduous task: restructuring a portion of a large inner city elementary school to create a school-within-a-school center for the modeling of professionalization of teaching. Field notes kept by the university participants reflected a previously undetected undercurrent of concern among the teachers that this project would mimic others they had participated in with universities where a "top-down" agenda would be orchestrated. In addition, there was concern about union participation. The university participants, who had been given the task of creating a research design included in the grant proposal, looked to initial interviews with all participants as a way of exposing issues of concern for discussion. In the words of one teacher-participant, "I have not seen how the university is going to adjust to the PPS or how the university sees

the PPS. I'm also not sure how the university professors see the term restructuring. I see a lot of power play from both ends - the university and the union and we are caught in the middle. I'm not clear how the univeristy is planning to incorporate this." Concern about the union's participation was also evident. As one teacher stated, "union participation is political. They have a definite agenda and they want to achieve their goals."

The issue of trust became the first major barrier to overcome.

Developing Trust

Each of the participants was interviewed by a university researcher to obtain information about personal goals, definitional orientation of the terms restructuring and professional practice, feelings about collegiality and peer coaching as well as concerns about university and union participation.

The project teachers and principal responded with both personal and student achievement goals. The data were compiled and sent back to the teachers and principal for prioritization. The results were then summarized and prepared on a grid for presentation at the first group meeting. It was clear from the data that the school-based participants were most concerned about student achievement goals (Table 2), and this concern could be used to overcome initial project skepticism.

Each of the teachers' goals to improve student achievement was examined. Teaching critical thinking skills was considered the most significant aim. Using a form of backward mapping the teachers were asked to identify needed learning experiences for students.

Following the identification of what the classroom curriculum should look like for students, the teachers were asked to identify what prerequisites needed to be met. Teachers responded by stating that there was a need for instructional strategies which promoted critical thinking as well as curriculum units which facilitated new kinds of thinking (Figure 1).

The goal setting session provided the foundation for the development of a shared culture. Concurrent with the research on successful change projects, the principal and teachers began to dialog about shared expectations; it was evident that shared ownership of issues existed (Little, 1986). The teachers were empowered to design a curriculum which reflected their beliefs; the university participants encouraged them to do this without imposing their beliefs; this resulted in the development of mutual trust. In fact, as the teachers problem-solved concerning what prerequisites they needed to achieve critical thinking goals, they requested assistance from the university participants to help them learn new teaching strategies which facilitate critical thinking. The norms of colleagueship, openness, and trust began to build.

Stages of Collegiality Among Experienced Teachers

Project participants (teachers, principal, university members) are diverse in age, gender, ethnicity, background, years of teaching experience, and education. Thus it is not surprising that the group experience would affect individuals differently. Readiness factors can be as significant for adults as they are for children. Initial discussions early in the project indicated

differential reactions to the contrived collegiality imposed by PPS membership. This, in turn, caused the participant researchers to relate interactive relationships among project members to stages of collegiality.

As a result, all day project meetings conclude with focused questions to elicit thinking about group goals and issues affecting Professional Practice School members. Participants write their responses. Asked about the effect of the all day sessions on their relationships with other members of the group, and about how their actions and feelings had changed concerning professionalism, anonymous responses were listed, grouped and then categorized using stages of collegiality.

The stages were derived from the aforementioned study of interactive behaviors between partner student teachers and by noting the emergent behavioral patterns and themes. Instead of relating to partners, the experienced teachers of the project were relating to the subgroup of professional practice participants; their comments relate to other teachers, principal and university participants of the group. The following illustrative comments demonstrate that stages of collegiality exist among experienced teachers.

Peer Interaction

"I've gotten to know them better."

Partnering

"I feel we are more cohesive as a group."

"Mutual respect is developing."

Competition

"I feel a desperate need for help and professionalism."

"At times I have feared rejection."

Study of Teaching

"We are working to find a balance between process and content."

"I am enjoying examining new practices with others."

"My decisions are based on what kids need and what I need as a teacher; our group meetings help."

"I believe that different strategies need to be used to bring about achievement."

Integration of Skills

"I have a heightened sense of what I know as a teacher."

"I am more selective in my choices of instructional strategies."

"I'm now making decisions based on strong knowledge of teaching."

Collegiality

"I have a high degree of comfort with other PPS members."

"We are open with each other; there is a sense of trust."

"We don't hide anything from each other - emotions, ideas."

"We have comfortable rapport."

"I see myself as facilitator and coach; I'm more committed to the profession."

"It's ok not to know everything."

Findings

Collegiality

Relationships with significant others at the workplace pose a referral problem. Do you describe others whom you work with as "friends"? Or, as "acquaintances" - when you work with them daily? Or, do you call them "colleagues"? The term colleague is used most frequently, but not as it has been defined in this study.

Prior research indicates that proximity alone does not make individuals relate as colleagues; nor does working in grade level groups, committees, or leadership teams. (Little, 1982, 1990, Zahorik, 1987, Lemlech & Kaplan, 1990 and Fullan & Hargreaves 1991 confirm this.) Helping behaviors such as emotional comfort, assistance, and support activities indicate consideration for others, not collegiality.

When the project began all of the participants were considered experienced teachers, and their relationships with their peers were cordial and supportive. Members of the group had collaborated on different projects; several were mentor teachers. Yet their ties to each other rarely included visiting in each other's rooms, discussing optimal variations for instruction, uncovering bastions of expertise, trusting others with knowledge of discomfort concerning areas of curriculum or instruction. Their collegial relations were limited to the commonplace meetings governing scheduling, pacing plans, use of resources and the general everyday experiences of teachers in Los Angeles inner city schools.

In reviewing the responses to the questions about

relationships and professionalism it is clear that individuals are relating at different levels. For some, the competitive mode (Stage Three) influenced decisions and encouraged self concern. For others, the ability to acknowledge contributions and expertise allowed them to function collegially (Stage Six) which facilitated a "model" school perspective.

Group processes and the achievement of group goals are affected by teachers' stages of collegiality. For example, when confronted with the need to develop new curriculum units within teaching teams, Stage Six participants, working together, committed necessary time and energy and willingly shared their work with the group. The ability to work interactively with others boosted the achievement of group goals, but some individuals found it more comfortable to maintain their independence. (See Little, 1990, for a discussion of independent versus interdependent relations.)

Leadership Roles and Functions

As a consequence of intensely interactive sessions, some individuals assumed specific roles and functions. For example, at a recent meeting, three members of the group provided lecture, handouts, and conducted discussion of performance assessments. Another session allowed two members to talk about integrative teaching units. Still another session focused on the use of technology in the classroom. The group has recognized "experts" that are consulted for specialized assistance, and this has resulted in allowing others to "uncover" their own feelings of inadequacy in certain role functions. By assuming responsibility

for expertise, some group members have abandoned instructional privacy and can acknowledge areas of strength and weakness. This has opened the door to constructive feedback and sharing in an interdependent environment.

Teachers' stages of collegiality were influenced, also, by group processes and efforts to achieve group goals. The interaction of individuals at varied stages of collegiality and interdependence affected group progress. For example, the goal setting process using backward mapping provided an opportunity for Stage Three participants to think reflectively about classroom teaching (Stage Four). At the same time, group energy is often dissipated by independent/dependent behavior.

Reflective Practice

Collegiality is tied to the literature on reflective practice. Reflection involves purposeful reconsideration of the problematic for the purpose of gaining insight. Reconsideration involves seeking patterns, varied perspectives, considering alternatives and attending to possible solutions. A number of studies in preservice education have attempted to develop reflective thinking among student teachers (Yinger & Clark, 1981; Tom, 1985; Zeichner & Liston, 1987). Though it is possible for individuals to function reflectively in isolation of others, substantive conversations between and among individuals promote reflection and collegial relations (Lemlech & Kaplan, 1990; 1991). The substantive conversations among the professional practice school members fostered reflective thinking about school problems and means to do

something about them.

Stages of Collegiality and Stages of Concern

The Stages of Collegiality provide means to observe interactive relationships between and among individuals. The Stages of Concern focus on the personal concerns of the individual involved in change processes (Hall, 1979). The Professional Practice School was conceived as a means to model the most appropriate teaching and professional behaviors; as such, it is an innovation to be implemented. Stages of Concern interviews were conducted one year into the project. A range of concerns was identified, from the personal concern about "time" to the task of learning models of teaching and developing curriculum, and at the impact level considering the effect on students involved in the process, other students left out of the project, and the effect of recruiting additional teachers for professional practice school assignments.

There was evidence that participants characterized at Stages Five and Six of the Collegial Stages were the same individuals who were at stages 4,5,and 6 of Stages of Concern. It appears that individuals high on the Stages of Concern dimensions are considering consequences, collaboration, and new dimensions of innovation. These considerations require reflective thought and collegial interaction. In the words of one group member:

> "My self-esteem has definitely gone up. At the start of the project, I had good feelings about myself, but I never put myself forward to express my opinion and take

an open leadership position; perhaps from fear of rejection. Now I feel confident enough to be open about my opinions and accept comments for my consideration."

Conclusions

The value of promoting collegial relations among teachers, and hence the ability to recognize them, has to do with the improvement of schools and the professionalization of teaching. Because teachers need to take greater responsibility for making decisions which affect the workplace and their professional involvement, it is critical that teachers learn to work collaboratively and collegially.

Collegiality and Restructuring

Restructuring is dependent upon teacher professionalism and professionalism necessitates the development of collegial behaviors (Holmes Group, 1990; Sykes, 1990). Much of the research literature agrees that the concept of restructuring defies precise definition and that there is no prescription for making it happen (Elmore, 1990; Joyce, 1991). How does the development of collegiality affect a restructuring effort? At the beginning of the project, inteerviews with participants indicated that restructuring meant "changing the system"; yet this "system" was never defined. To some, it meant making budget decisions; to others it meant helping to hire new teachers; to a few, it meant changing methods of teaching; most believed that restructuring would improve test scores and help them come together as a faculty.

As a result of reflective conversation about teaching and

learning which dominated staff development sessions, new perspectives about restructuring evolved. During staff development time there was a continual focus on the improvement of student achievement: what it should look like and how it could be achieved. Subsequent restructuring decisions centered around how to create an organization which would support a new vision of stsudent achievement. (See Newmann, 1990 for a discussion of the importance of linking restructuring to authentic student achievement.) Over the course of the first year of the project, reflection about the study of teaching in a collegial setting transformed how participants defined restructuring. Described by one participant:

> "(I) have a renewed, heightened sense of myself and my peers as well-educated, informed professionals making powerful strides toward an organization that will promote empowerment of the learner."

Implications for Restructuring Projects

The development of the Norwood-USC Professional Practice School has focused on how collegiality between university and school personnel was initiated and nurtured. The heightened sense of professionalism felt by participants affected the restructuring decisions made. While the goals of restructuring efforts will naturally reflect tremendous diversity, we believe that many of the same issues which were crucial to the maintenance of this project exist in most restructuring efforts. For this reason, the following recommendations are offered:

(1) First, the regularities of schooling which tend to control teacher behavior affect teachers' sense of efficacy. Teachers in this project needed to be convinced that they were "free" to make key decisions about instructional strategies, about testing, about acting as a school-within-a school. Initially, this group of experienced teachers responded to the novel ideas they generated for meeting goals as, unattainable. They allowed themselves to be guided and restrained by organizational norms, traditional paradigms, that framed and often inhibited realization of goals. Other "regularities" including grouping of students, assigning teachers to students have a domino effect concerning teacher responsibility for decision making; it is easy to backslide, shirk responsibility for decision making and say, we can't fight the system. (See Elmore, 1991) Therefore, it is important that all participants in a restructuring effort are informed of the parameters; if the slate is clean and teachers are expected to assume responsibility for decisions concerning curriculum and instruction - and whatever else, then clarity is the first ground rule.

> Collaborative efforts need to be clearly focussed with an understanding of the parameters that affect participation including organizational constraints and personal independence.

(2) Commitment, responsibility and leadership were fostered by the reflective, interactive all-day sessions that were held. In the immediate days following these sessions partner teachers would

continue to create curriculum or practice teaching models, but commitment and effort would dissipate. Thus, it is important that someone, on site, assume internal leadership to reinforce the professional practice school concept (innovation) and link the preceding staff development assistance with day-to-day activities and agreed upon goals (Loucks & Zacchei, 1983; Tietjen, 1991).

> Restructuring goals need to be tied to timelines; otherwise they become "wishes" and never seem to be implemented.

(3) Substantive conversation between and among project participants set the environment for collegial development. Building collegiality is best accomplished among a small group of participants. Establishing the norms of openness, trust, and collegial behavior require that the group be small enough for all to be heard and listened to, and that membership remain somewhat stable over a period of time. The project described in this paper began as a school-within-a school. Teacher participants were frequently affected by school-wide issues and peer pressure. At the end of the planning year, the group decided to allow several additional school faculty members to join the project. The developing collegiality was negatively impacted and momentum substantially slowed. Whole faculties cannot engage together in the in-depth reflective interaction that is needed by change efforts and was achieved in our all-day sessions; individuals do not uncover weaknesses or abandon privacy in a large group. Therefore, restructuring efforts need to immerse small groups of faculty, who

choose to work together, in significant collaborative activities.

Begin restructuring efforts with a relatively small faculty group, preferably no more than twelve. Group membership needs to be based on agreed upon criteria which involve collegial/professional competencies. For example, the ability to work interdependently, to learn from colleagues, and to recognize collegial expertise.

(4) For teachers to commit time and mind to restructuring, they must resolve conflicting time pressures and distinct priorities. Since restructuring requires a group effort, group autonomy and group identity need to be cultivated to achieve some degree of like mindedness. The reflective, substantive conversations helped us develop a collective identity.

To establish group identity, it is important to begin with shared values and allow these to serve as the foundation of "groupness."

(5) The history of university-school relationships reveals an informal value relationship in which public school faculty perceive that university faculty have higher status, and university faculty recognize the power base of teachers. (School systems hire the students prepared by the university, and school systems serve as the focus of university faculty research projects.) These implicit conceptions affect school-university partnerships and cannot be ignored. (For a discussion of power relationships, see Sarason, 1990.)

In university-school partnerships, it is important that

each group recognize that they have no authority with the other. Contribution to each other must be made through the virtue of knowledge, understandings, and the quality of ideas.

Method and Data Sources

Funded in July, 1990 by the American Federation of Teachers with a grant from the Exxon Corporation, the University of Southern California, Los Angeles Unified School District and the United Teachers of Los Angeles entered into a partnership to develop a Professional Practice School. From the beginning, data were gathered (and continues to be collected) from all participants in the project, including eleven teachers, the principal, two university professors and a doctoral student/teacher education coordinator.

Qualitative design and methods were used in this study. Multiple sources of data were gathered, and the evidence reported here was initiated when the project began and maintained through out the first year and a half. The following sources of evidence were used: participant journals, open-ended and focused individual interviews of all participants, questionnaires, focused questions to elicit specific reflective responses, direct participant observation, field notes from the two professors and teacher education coordinator, audiotapes of the all-day meetings, and collection of documents. The project is funded through June, 1993.

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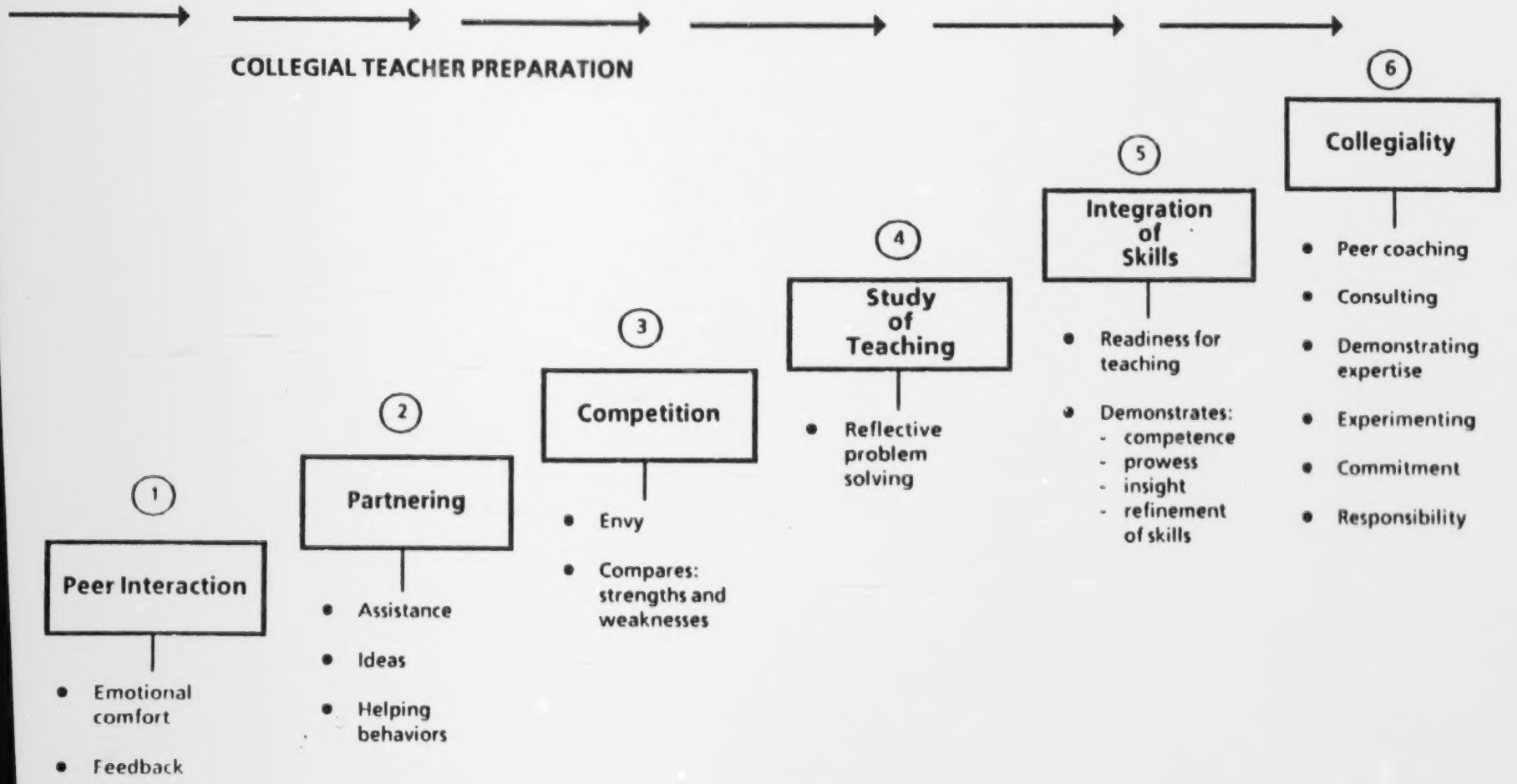
TABLE 1

COLLEGIAL DEVELOPMENT STAGES AND CHARACTERISTICS



Lemlech and Kaplan, 1991

TABLE 2

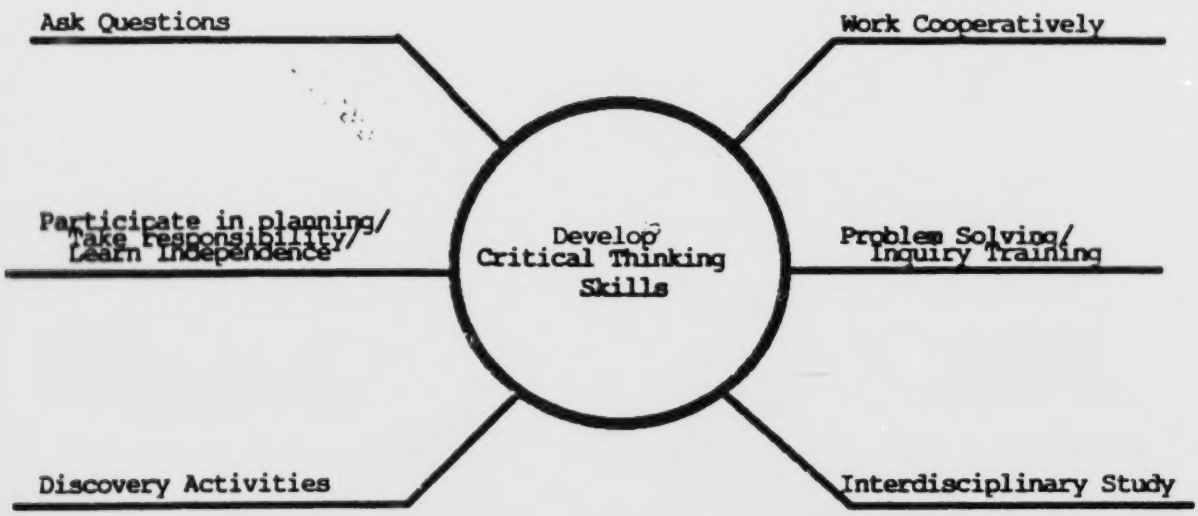
Student Achievement Goals

Priorities

Goals	1st	2nd	3rd	4th	5th	6th	7th	8th
Teach Critical Thinking	//	//	///	/	/			
Provide Learning Choices			/	////		////		
Enrich Learning Experiences	/	/	/	///	/	//		
Improve School/ Classroom Environ.					//	/	//	///
Improve Citizenship Behaviors			/				////	////
Develop Highest Achievement	~~////~~ /	/		/		/		
Document Student Achievement		~~////~~			///	/		
Use Student Eval. to plan curriculum and instruction			///		//	/		///

FIGURE 1

Goal Statement - Enabling Activities



Prerequisites:

Models of teaching that foster critical thinking

Develop risk-taking learning environments

Questioning techniques

Interdisciplinary unit planning